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ABSTRACT

This issue on liberal education contains two short articles on National Project IV and descriptions of liberal education offerings at colleges and universities in the United States. The articles by Richard Hendrix and Zelda F. Gamson discuss objectives of the project and its history. National Project IV, sponsored by the Fund for the Improvement of Postsecondary Education, is designed to identify and assess the varieties of liberal education offerings. The benefits of collaboration among a wide range of institutions selected as Associates in the project are emphasized. Program descriptions are presented for the following: Historical and Process Evaluation of Student Outcomes at Brooklyn College; Studies of the Natural Science Program and the Five Colleges Consortium at Hampshire College; Liberal Arts and Worker Education at Hofstra University; University Studies Program at the University of Nebraska-Lincoln; The Institute of Study for Older Adults at New York City Community College; Project INTERTWINE at Northern Virginia Community College-Manassas Campus; Program on Women at Northwestern University; College of Liberal Studies at the University of Oklahoma; Examination of Innovative Programs at Radcliffe College; Examining an Eight-Semester Core Curriculum at Saint Joseph's College; An Alternative Approach to Education in Music at State University of New York-College at Old Westbury; Federated Learning Communities at State University of New York-Stony Brook; Evaluation of Liberal Arts Experiences at Talladega College; and Developmental Perspective on Liberal Education for Adults at Vermont State Colleges. (SW)

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Background to National Project IV
Richard Hendrix ... 1

Liberal Education Varieties and their Assessment (LEVA)
Zelda F. Gamson ... 3

Brooklyn College ... 7

Hampshire College ... 7

Hofstra University ... 8

University of Nebraska—Lincoln ... 8

New York City Community College ... 9

Northern Virginia Community College—Manassas Campus ... 10

Northwestern University ... 10

University of Oklahoma ... 11

Radcliffe College ... 11

Saint Joseph's College ... 12

SUNY College at Old Westbury ... 12

SUNY at Stony Brook ... 13

Talladega College ... 13

Vermont State Colleges ... 14

Resources ... 14

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Liberal Education Varieties

Background to National Project IV

by Richard Hendrix
Program Officer
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When the Fund for the Improvement of Postsecondary Education was authorized in 1972, liberal education was not given immediate attention. Such concerns as providing access to poorly served learners, strengthening the links between education and work, adapting instruction to individual schedules and situations, and altering the basis for awarding credentials dominated the Fund's agenda—and they seemed to pull against traditional liberal education.

The Fund's first two directors, Virginia Smith and Ernest Bartell, stressed the value of a liberal education both to individuals and to society, while arguing that liberal education can take many forms. By 1979, when we wrote the guidelines for National Project IV: Examining the Varieties of Liberal Education, we were convinced that some of the Fund's key concerns were being addressed through liberal learning. One group of Fund projects providing liberal education for adults is discussed in Carol Stoel's article in *Forum* for October, 1978.

In fact, some of the Fund's most important and innovative early projects provided liberal learning by departing from prevailing models. Alverno College, a small church affiliated college in Milwaukee, altered academic practice by defining the competencies or outcomes which students should have at graduation. Learning worthy of college credit was no longer determined in terms of the standard disciplines; students demonstrated their attainment independently of courses. At the College for Human Services (CHS) in New York, demonstrable outcomes were required of primarily minority social service workers. Like Alverno, CHS emphasized the generic knowledge and skills which could apply to many situations, focusing on the values required for personal growth and just action. In a different context, freshmen at the University of California at Berkeley were given the opportunity through Strawberry Creek College to overcome the impersonality and fragmentation of undergraduate study on a huge, research oriented campus. Through seminars and tutoring, students worked in small groups with experienced faculty, thus reversing the usual allocation of university resources. Through intense discussion and constant writing, students engaged in systematic inquiry on their own and in a community of other learners.

These and other experiments in the early 1970's shared with traditional liberal education the concern that the college experience be coherent, sensitive to student development, and valuable to the wider society. By the late 1970's the college curriculum and liberal education had become an arena for lively debate. The most newsworthy discussions were those at Harvard about

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general education, which led eventually to the adoption of a core curriculum. In national publications, some writers applauded the move as a return to academic standards and eternal verities, claims many Harvard faculty themselves would not make. Indeed, the revival of general education requirements had the appearance, for some, of a return to required chapel.

Within Fund projects, and among the Fund's Board of Advisors and the staff, the content and purposes of liberal education were also being debated. Who decides that a person is liberally educated? The issue of authority was not just a matter of standards but of their meaning and use in society. How could the former exclusion of many groups from liberal education be overcome? Although there were disciplines which were especially valuable for liberal education, we asked whether there were any subjects which should be excluded altogether. Robert Pirsig's *Zen and the Art of Motorcycle Maintenance* showed that even mechanics could be full of personal, philosophical and historical meaning when seen in the right way. How could student preferences for career education be reconciled with liberal learning? Many saw an unbridgeable gap between liberal education and students' work concerns, yet the liberal arts have always had vocational uses. How could liberal education demonstrate its value for later life?

Such questions seemed to us to return to the sources of liberal education, raising matters of value and purpose that went beyond academic debates. We did not agree with the cynical view that continuing to reform the curriculum was fiddling while Rome burns. We thought that the debate on the meaning of liberal learning was once again a central one in American education, but that its terms should be more inclusive and representative of fresh approaches.

It was clear to us that there were already many interesting liberal education programs in colleges and universities around the country. Examination and demonstration of their special strengths and a concerted effort to address common problems seemed feasible and timely as we entered the 1980's. The Fund's three previous National Projects (National Project I, Better Information for Student Choice; National Project II, Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students; National Project III, Elevating the Importance of Teaching, all supported in 1975-77) had successfully focused the attention of practitioners, researchers and policy makers on important issues at a relatively modest cost. The model seemed worth using again.

Thus was National Project IV born. With trepidation, the Fund distilled some of the premises of liberal education advocated by many of the projects we had supported and by our own staff and advisors. These were outlined in the guidelines for applications to the project as:

- a focus on helping the individual become an active, independent learner, rather than a passive learner dependent on others' authority;
- an emphasis on knowledge and skills that are generic rather than specialized or technical;
- preparation for productive work, including the flexibility to change jobs and to continue to develop competence;
- a stimulus for confronting values in oneself and others;
- an understanding of other cultures;
- a recognition of collective needs and responsibilities;
- a concern with future needs and problems brought on by cultural, economic, political, and technological changes in society.

Although the proposals we received do not express these principles exactly in these terms, the applications as a whole clearly indicate that defining liberal education in terms of such premises has become widespread in postsecondary education. This fact reflects the profound impact of new student populations on fundamental assumptions about who is educable and for what purposes. Specifically, our experience at the Fund over the last years has shown us the following:

- Liberal education is no longer exclusively reserved for the young and privileged. Persons served in National Project IV include adults returning to school, union members, retired people, and commuting students, as well as college age students living on campus. Women and minority students are the main populations served in several of the programs.
- Two and four-year public institutions have joined private colleges in the concern for liberal education.
- Liberal education is not limited to the classic liberal arts subjects defined in the Carnegie Foundation's *Missions of the College Curriculum:* "a curriculum more or less in its entirety organized around the cultural heritage of civilization and thus concentrating heavily on the humanities." Subjects studied in National Project IV include the full range of humanities, social science and science disciplines, the arts, and career concerns; a number of programs blend practice and theory.
- No single model or universal core curriculum is likely to emerge in the 1980's with the influence that the Harvard "Redbook" had a generation ago. Some of the programs in National Project IV—Brooklyn College, St. Joseph's College, Stony Brook—provide carefully articulated courses which are taken in common, but each program specifies a different set of courses.
- On the other hand, there may be substantial agreement on what should happen to students as a result of a liberal education. Many of the National Project IV programs measure their success in terms of such generic learning as communication, critical insight, independence, self-confidence, an appreciation of values. At least six of the programs have integrated basic skills instruction with general education content. It is clear that these outcomes can be achieved through a variety of courses, instructional methods, and curricular designs.

There are obvious gaps in the makeup of National Project IV just as there are major perspectives which still tend to be downplayed in liberal education. For example, several of the National Project IV programs have strong science components, but applications primarily from science faculty were rare. We received only a few strong proposals from institutions focusing on international or Third World perspectives or from community-based organizations proposing to examine their work in terms of liberal education.

Such perspectives can be addressed in National Project IV in its own efforts to overcome insularity. It would also be useful to compare notes with the established programs of highly selective institutions who tended not to apply.

The very term liberal education has seemed exclusive or elite for many in postsecondary education, but that connotation is based on an earlier social and economic base. The diversity represented in the project underscores a new reality: liberal education can open doors rather than close them.

Liberal Education Varieties and their Assessment (LEVA)

by Zelda F. Gamson
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This issue of *Forum* comes too early for National Project IV to offer many solutions to the vexing problems confronting liberal education in the 1980s. But it comes at just the right time for us to share some of our short history as a project devoted to identifying the varieties of liberal education and to assessing them as systematically as possible. The program announcement of National Project IV argues for the benefits of collaboration among a wide range of institutions selected as Associates in the project. Collaboration among them would provide a critical but sympathetic audience for their struggles; it would enhance the range of instruments, populations and research designs that could be used in assessing outcomes; and it would increase the potential impact of the Associates at home and abroad. However the collaborations were worked out, this was not to be a project in which the individuals would go it alone; they were indeed to work together as Associates.

Following a model developed in earlier Fund projects, the initiative for coordination and collaboration was to come from the Resource Institution. This Resource Institution would have responsibility for providing the Associates with information about the other Associates, other programs around the country, assessment instruments and approaches, and consultants who might be helpful. It would have to find a balance between being responsive to the needs of individual Associates and being responsible for setting collective goals and deadlines, planning meetings, and initiating project presentations.

All of the programs selected by the Fund and its advisors were engaging in what they considered to be liberal education, some for many years. A smaller number were already engaged in sophisticated examinations of their programs; they served as models to the other Associates and the Resource Institution. So when National Project IV met for the first time in late October 1979 in Washington, D.C., we could all count on a considerable amount of collected, if not yet collective experience in liberal education and its assessment.

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The sophistication of many Associates rapidly moved the whole group beyond the stage of merely describing individual programs to comparing the conceptions of liberal education underlying them. Out of this first meeting came a sense of collectivity and a recognition that there might be some shared interests and values. By the end of the Washington conference, Associates began to refer to themselves as a family. Family was not invoked sentimentally. We were like kin in several important ways: we did not choose one another and probably would not have if given the choice, but we discovered that we had somethings in common anyway, and would have to learn to live together. The Associates agreed to write short working papers, excerpts of which are quoted below, on the conception and evaluation of liberal education to be used at the Fund project directors' meeting a month later, where the Associates and members of the Resource Institution assembled with over 200 other Fund grantees. It was clear by then that most Associates thought of themselves as members of a common enterprise.

Such cohesion is remarkable considering the enormous range of formal characteristics represented among the 14 institutions: two community colleges, five four-year colleges, and seven with graduate programs; six private and eight public institutions; nine predominantly residential and five commuter schools; six with 2000 or fewer students and the remaining eight with an average of 14,000 students among them. One of the programs, the Institute of Study for Older Adults at New York City Community College, does not give degrees. There are differences in scale as well. Some of the projects are examining liberal education across a total institution, others within a single program.

These formal differences, however, obscure basic similarities among Associates. While drawing on distinguished liberal arts traditions, the programs at Radcliffe, Hampshire, Northwestern and Hofstra address liberal education in new ways. Talladega College has a distribution system spread among the standard disciplines, the typical pattern for liberal education programs in U.S. colleges and universities, but this predominantly black college enrolls underprepared minority students. The Associates serve a variety of non-traditional student populations: adults at the University Studies program at the University of Nebraska, the College of Liberal Studies at the University of Oklahoma, and the external degree program at Vermont State Colleges; women at Northwestern and Radcliffe; minorities at Talladega and Hofstra; the elderly at New York City Community College; union members at Hofstra's Labor Institute. Hampshire, SUNY-Stony Brook, St. Joseph's, and Brooklyn College's New School of Liberal Arts, four institutions which do not have large numbers of non-traditional students, approach liberal education with interdisciplinary curricula, a characteristic they share with almost all of the other Associates, despite the diversity of content and structure within their interdisciplinary courses.

We have not yet explored the extent to which this diversity represents different conceptions of liberal education. When Dean Roland Braithwaite of Talladega asked rather plaintively at the first session in Washington whether there is a common body of knowledge that a liberally educated person should possess, the immediate reaction was that there probably is not. But whether there are other common conceptions of liberal education among the Associates

whether they be certain intellectual skills, attitudes, personal growth, commitments to action—remains to be established as the project unfolds. One thing *is* clear, however. The Associates have resisted abstract discussion about liberal education without a grounding in their own situations.

■

Finding Our Way. It is clear that the preoccupations of many of the Associates reflect the concerns of their students, people whose relatively recent entry into colleges and universities raises questions about educational first principles. Among some of the Associates, there is a fairly explicit rejection of the purposes associated with traditional liberal arts education. In her working paper written after the Washington meeting, Susan Bailey, a feminist at Radcliffe-Harvard, one of the most elite settings in the country, confronted the challenge of new student clienteles:

> . . . Despite rhetoric in support of active learners and defenses of education that speak of the development of an informed citizenry, many educators and educational institutions become queasy when confronted with demands that liberal education actively support its implicit social and political goals. Active learners implies all students, not merely traditional ones, and thus with increasing numbers of non-traditional students—older adults, women, minorities—entering postsecondary institutions, one of the critical challenges facing the liberal education establishment is the degree to which it is willing—and able—to live up to its own rhetoric.

Bari Watkins, Acting Director of the Program on Women, Northwestern University, put the challenge to traditional liberal education even more explicitly in her working paper:

> . . . Feminist education intends to make women aware of their past and to give them the tools to make a more human future—goals that should extend throughout the liberal arts. . . . The key to feminist education seems to be the empowerment of women. Individual undergraduates gain a sense that they can understand the world they live in and shape their own futures. But feminist scholarship also demands that the university recognize its own complicity in maintaining an unjust society and that future education and research aim actively at liberalization of the liberal arts.

These remarks contain within them a concern with the social and political values of liberal education and a commitment to enabling students to express what they learn in action, both while they are students and when they graduate. Roland Braithwaite, writing from Talladega, put the connection between liberal education, values and action this way:

> . . . Liberal education [must be] *demonstrated.* For this to happen these values must be implemented in actions which will often be both social and political, although not necessarily limited to just these areas. . . . This understanding of liberal. . . . education means that an ivory tower, philosophical discussion which is never translated into action does not qualify.

Bertram Silverman and Ray Franklin expressed similar views from the perspective of a program for union members in New York.

> . . . In the labor program we try to help individuals see their role in the context of a union, and the union in the context of a class, and a class in the context of a larger stratified and differentiated society. In our view seeing yourself as part of a group and the group's relation to the larger society brings about a critical consciousness and has a liberating meaning. It breaks down the "lone ranger" syndrome that is so much a part of the standard liberal arts learning process. It encourages the sharing of knowledge for collective uses. It leads to a tension between personal fulfillment and the capacity to use knowledge within and for the group. . . . We are preparing learners to acquire and use power in self-conscious ways.

And from the entirely different setting of St. Joseph's College, a small, private, Catholic liberal arts college in Indiana, John Nichols confronted the social and political values of liberal education in the context of the traditional separation between career and liberal curricula, a separation he and several other Associates have come to reject:

> One of the purposes of liberal education would certainly be to free individuals of culturally and socially conditioned ways of viewing themselves, other people and institutions—in short, to make them aware of the process of socialization that they have been through and bring them to the point where they become (in Peter Berger's words) "puppets who move their own strings." Thus, in addition to "empowering" students, there is an interest in having them graduate as empowered and *dedicated* . . . persons, agents of change in the social-political-economic order. In this context, career preparation goes quite a bit farther than development of job entry skills to encompass a whole rethinking of the purpose of work and a reordering of the institutions of our society.

Other Associates wrote about the conditions under which liberal education should take place, both within the classroom and in the larger institutional setting. Patrick Hill, of the Federated Learning Communities at the State University of New York-Stony Brook, traced student passivity and disinterest to the fragmentation of academic institutions:

> The root problem, if it is possible to sum up so complex an analysis, *is social atomism.* The nearly total dominance of the individual course as the unit of education in a pluralistic world forces a privatization of academic experience. In most general terms, the task of reform in the university (and in other institutions of our society) is the creation of new structures of association. Such structures might build bridges or mediate between diverse expectations, effect a sharing or an integration of different insights and experiences, and provide support for fledgling exercises of freedom in the pluralistic world of our times. Such structures, in short, would make readily available the

neglected benefits of human association without depreciating the modern democratic values of individual freedom, specialized function and plurality.

In a paper on the development of a sense of "empowerment" in students, Laurent Daloz, who works primarily with rural adults in an external degree program at the Vermont State Colleges, suggested two other important aspects of education structures, the role of authority and the organization of information:

> A major consideration....is that of "authority." One may, for instance, gain considerable power by cleaving to authority. Furthermore, there is the authority of knowledge or skill as opposed to that of ascription. "Empowerment" may well involve becoming one's own authority....
>
> Another is the relationship of the learner to the organization of information. Highly organized information may teach one thing, chaos another. A well organized "core" curriculum, for instance, may be more suited to the communication of content while a random assortment of information may better teach the skill of learning for oneself.

Several of the programs combine elements that are kept separate in typical liberal education programs. In classes taught in union halls, Hofstra's Labor Institute takes students' trade union activities as a central focus of its broad liberal education curriculum. Stony Brook's Federated Learning Communities are explicitly designed as a structural innovation which makes use of existing courses at the university and offers several integrating experiences for students and faculty. The Vermont program for adults uses faculty as mentors and community people as evaluators; like several of the other programs, it incorporates field experiences and internships into the regular curriculum. The New York City Community College program for older adults offers courses throughout the city in a variety of settings that are accessible to the elderly, who are encouraged to serve on planning and advisory committees. St. Joseph's College views the residential side of the students' lives as part of their education. Project INTERTWINE at Northern Virginia Community College combines academic instruction with personal and career counseling. Brooklyn College's New School of Liberal Arts combines basic skills with content instruction in four-hour teaching modules. Such combinations give new meaning to the idea of liberal learning.

■

To the Future: LEVA! At the moment, the Associates are absorbed in their "examination plans," the evaluation activities they proposed when they applied to the Fund to be part of this project. While they are at various stages in this process, we have encouraged them to be imaginative and flexible in the data they examine and the techniques they use. Important materials have been languishing in files awaiting someone with released time to look them over; this project provides the Associates the opportunity to do so. Many of them are also employing new and interesting research techniques and tests: the analysis of critical incidents, William Perry's scheme for tracing intellectual development, Malcolm Parlett's anthropological approach to evaluation called illuminative evaluation, the American College Testing Program's COMP test of generic outcomes of liberal education, and Dean Whitla's "value added" tests of the outcomes of undergraduate education. At our first meeting in Washington, someone suggested that we keep track of critical moments in classes or in conversations with students that would illustrate liberal education as it happens. Arthur Margon of the New School of Liberal Arts at Brooklyn College contributed such a critical moment from a class he taught this fall. I quote it in its entirety:

> November 19, 1979
> Week 8, second class discussing modernization. R. Brown, *Modernization* as text. Previous readings: Defoe on early industrialism; *Communist Manifesto;* R. Heilbroner, *Wordly Philosophers* (essays on Adam Smith, Malthus, Ricardo, Marx, Veblen, Keynes, etc.). Format: lecture/discussion.
>
> Previously, the class has been desultory; many students have so much trouble with the vocabulary of industrialism that there is little time for application of the analytic concepts. Attempts to foster critical thinking, logical argumentation and value awareness in class discussion have foundered on massive ignorance of the subject, thus boring the better students (and me!).
>
> In discussing the concept of modernization I questioned how Marx would interpret a set of events, then asked what Ricardo might say, or Keynes. My goals—to enhance recognition of various arguments, ability to manipulate them, leading someday to problem of choice among them, and the value implications of our choices. I am, as I have been all term, as careful as possible to keep my ideological preferences to myself, so the students don't choose Marxism or Keynesian economics or whatever just to please me. After an hour of playing what I call the law-school game (make them defend every possible side of the argument in a complex case), Donna—a very bright, articulate, but quiet student—erupts. "Don't *you* (me!) have *any* values? You're *always* just presenting the various cases, identifying who's who, pushing us to be able to analyze from five different directions. What about what you believe?"
>
> The class gets a dead quiet—are they interested, scared at a direct and relatively emotional challenge to me, both? (The unstated rules by which the class has been moving along have obviously been broken.) I try to smile or whatever, let the silence sit there, and look around. Florence, who has hardly said a word all term, starts tentatively, then gets more aggressive in a quiet way: "I know what you mean, but don't you realize that these are his values in his teaching..." and off we go (or, they go—I can finally watch and direct traffic!) on the relationship of values to thinking to styles of teaching/learning, to professionalism, to making choices in general, and then back to what it means to use Marx, modernism or Adam Smith as analytical tools applied to our current, all-purpose lower division teaching aide, the Ayatollah Khomeni. By this time close to ¾ of the class was involved in the discussion, the rest were generally listening (except for a few dozers), and I

was doing a factual, keep on the topic, keep it elevated pedagogical routine.

> It is after these successful classes, which occur partly because of our four hour teaching module—they *always* seem to occur in the last ninety minutes or not at all—that I bemoan our once a week meetings—follow-up and continuity will be very difficult. It is almost dialectical: the nature of the teaching module allows for the event to happen, but the nature of the teaching module keeps it from being reinforced (and therefore internalized?) as well.

The other Associates will be writing short accounts like this; they will be used in the project writings to convey the vitality, the pain, and the joy of a subject that is often discussed in ponderous, gray language. While the goals of the Associates range from assessing student outcomes to examining faculty conceptions of their role, their techniques include interviews, transcript analysis, and outcomes tests. Several institutions have found it useful to share instruments and data. Elizabeth Bertinot of the University of Oklahoma has called for collaboration in examining assessment procedures currently being used for liberal education programs and in suggesting new approaches; others are getting together on joint panels and conferences. With continuing contact among the Associates over the next year, site visits from the staff of the Resource Institution, and advice from the project advisors and other consultants, collaboration among the Associates is increasing.

■

While we cannot predict the exact form they will take, LEVA will be producing several major reports, occasional working papers, a possible handbook, and public presentations in the next 18 months. We are committed, first, to making a major statement on the language and conception of liberal education that will do justice to the variety of settings in which liberal education is taking place in the United States today. We hope to come up with a framework that will state the common elements and the shared assumptions underlying the many faces of liberal education. We invite members of the higher education world, business and labor leaders, and people from government and the media to join us in searching for the purpose and meaning of a liberal education.

We also hope to contribute some thoughtful words about the evaluation of liberal education programs. We will describe our experiences with the particular approaches and methods used by the Associates. At another level, we will also analyze how evaluation itself affected them and their institutions: How did the evaluation change members' views of and feelings about their programs? And how did the program change as a result of the way the evaluation was conducted and the results it produced?

Related to this is a keen concern with the historical, environmental, and organizational factors that provide the unique contexts of the 14 institutions in LEVA. We will pay close attention to these contextual matters as they affect both conceptions of liberal education and the evaluation of its outcomes.

Finally, we will have something to say about the costs and benefits of collaborative designs such as ours. We will try to identify what has worked well and not so well for LEVA. This self-analysis should provide helpful hints not only to funding agencies that wish to develop similar multi-institutional programs but also to associations of colleges and universities like AAC. We may even be able to provide some helpful tips to improve collaborative work among departments on the same campus!

In the life of the project to date, we have managed to live up to our acronym (Leva means "Rise! Get up!" in Latin). Any serious discussion of liberal education is likely to arouse profound questions about what kind of people we and our students should be, in what kind of society. We have arisen from our individual worlds and begun to talk with one another. And if two heads are better than one, 14 must be better than two! The abstracts which follow, based on the program descriptions and examination plans in the proposals submitted to FIPSE last year, hardly do justice to the progress many of the Asssociates have made in the months intervening. They are important documents, however, in conveying the rich variety of projects represented in LEVA and in showing the range of activities the examination plans encompass. Quite unwittingly, they provide a precise illustration for a recently completed monograph by Conrad and Wyer on the historical roots of liberal education. A review of developments in liberal education programs in recent years leads them to the conclusion that

> . . . this is a period of unbridled diversity of innovation in liberal education. This diversity . . . is a result of a period of reaction against older forms rather than adherence to some distinctive plan for liberal education. The future of liberal education may well be determined by the successes of new conceptions developed during the 1970s. Our task during the coming decade may involve the successful implementation and the critical, systematic evaluation of the new models for liberal education. (p.67)

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Brooklyn College, New School of Liberal Arts

Historical and Process Evaluation of Student Outcomes

Program Description. Brooklyn College, a public, four-year and graduate institution with a 17,000-member student body, created the New School of Liberal Arts during an expansion period which followed the inauguration of an open admissions policy. The new school adapted the content of a traditional liberal arts education to an urban, ethnic student population whose academic backgrounds varied widely. The program is based on the assumption that expectations of academic excellence need not be sacrificed to the need for remediation. This unified approach to liberal education is offered to highly prepared students who enter NSLA as freshman, regular entry students, and 50 academically and economically disadvantaged students. The developmental program, known as the Preparatory Year, integrates the study of basic compensatory skills in reading, writing, and math with the content traditional to liberal arts courses.

Like Huey Newton, who learned to read with Plato's *Republic* as his text, NSLA students learn basic academic skills, such as writing, critical reading, and logical thinking, through the study of classic documents of Western European culture, such as Plato's *Republic*, Chaucer's *Canterbury Tales*, Shakespeare's *The Tempest*, and Marx's *Das Capital*. The program offers freshman and sophomores an innovative curricular structure based on the simultaneous study of one historical time period from four different disciplines: literature, arts, sciences, and social institutions. Five historical periods are presented, including The Ancient World, The Medieval World, The Early Modern Period, The Age of Revolution, and The Twentieth Century. For the student who completes the four-semester sequence (thus studying four out of five times periods offered), the program functions as a core curriculum, exempting the student from college-wide, required general education courses.

In each class, small in size and meeting seminar-style once a week for four hours, great emphasis is placed on interactive instruction. Faculty seek to wean students from ingrained patterns of passive learning. "Class design and teaching methods function to stimulate and enhance the questioning process. This ability to question not only lies at the heart of successful college work, but also is an essential part of future success in professional life and in the lifelong reevaluation of personal and cultural values which is the hallmark of the liberally educated individual.

Examination Plan. NSLA's assessment plan will attempt to answer several questions: 1) How well did the program serve its students? (a study of demographic transcript data on students who took the program between 1972 and 1977, focusing on the experiences of various subgroups of students and their experiences after completing the NSLA program); 2) How have changes imposed on the program since its inception in 1972 affected the success of the program? (a study of faculty and student attitudes culled from questionnaires, interviews and a faculty conference); 3) How do faculty translate liberal arts goals into specific classroom methodologies, and how do they assess student performance? (case studies of one set of Preparatory Year courses and one set of standard courses utilizing pre/post-testing, critical incident reporting, activity logging or mapping, videotaping, structured observations, and student interviews to produce an illuminative evaluation).

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Hampshire College

Studies of the Natural Science Program and the Five Colleges Consortium

Program Description. Hampshire College, a private, four-year college with 1200 students, is celebrating its tenth anniversary by inaugurating a comprehensive, detailed review process. As part of its larger effort to study a cross section of the entire academic program, Hampshire will review its program in Natural Science as its activity in National Project IV. The liberal education at Hampshire requires that a student progress through three academic divisions, each characterized by specific goals:

Division I: A student takes courses, a comprehensive examination, and completes projects and papers in each of four areas: Natural Science, Social Science, Humanities and Arts, and Language and Communication. The emphasis in Division I is student demonstration of understanding of the modes of inquiry which characterize each area.

Division II: A student concentrates in one area of interest and builds competence in that area through courses, field work, papers, and other activities. This division approximates the traditional major and also requires a comprehensive examination.

Division III: A student completes an in-depth paper or project as the culmination of intellectual growth throughout the divisions. This division is related to the traditional senior thesis or honor project.

The program is characterized by several fundamental, thematic principles. First, there is emphasis on the student practicing the discipline, learning it in its working rather than in its ideal form. Second, there is the emphasis on faculty/student consultation or collaboration. Examinations in each division are designed by the individual student in consultation with a faculty committee; the Division III paper or project involves a contract which is also written with a faculty committee. Third, there is a concentration on developing the learning process as well as mastering material of the chosen field of study. In one sense, there are 1200 individually designed curricular programs in progress at Hampshire. Finally, because Hampshire originally developed without the traditional academic departments,

students find it much easier to complete courses and projects that are truly interdisciplinary in nature. The review of The Five Colleges, Inc., a consortium composed of Amherst, Hampshire, Mt. Holyoke and Smith Colleges, and The University of Massachusetts, will focus particularly on the effect of the consortium on the interdisciplinary learning experiences available to students; the consortium provides greater team-teaching possibilities with an expanded faculty, more courses, and more substantial resources.

Examination Plan. The examination plan includes an intent to study (a) the program in Natural Science as it represents the total liberal education program at the college, especially with respect to its success enrolling women and students who do not initially indicate interest in science, and (b) the role of the Five Colleges consortium in determining the character of the Hampshire program. One method of evaluation will trace the students through the program in some detail looking at disciplines, the amount of interdisciplinary work, an analysis of faculty advisors and committee members, an evaluation, in short, of the whole scope of the faculty's role in students' academic careers. Another method will identify groups of students which represent particular populations and conduct a series of interviews with a set plan of questions. Faculty interviews will also play a part in the examination plan. The consortium review will especially focus on a series of interviews with students enrolled in the consortium.

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Hofstra University
Liberal Arts and Worker Education

Program Description. Administered in conjunction with District 65 of the Distributive Workers of America and District Council 37 of the American Federation of State, County, and Municipal Employees, Hofstra's liberal arts program for adults provides an opportunity for workers to become effective participants, leaders, and administrators of trade unions and community-based or public institutions. Students enrolled in the five-year program develop basic skills competencies while they increase their understanding of their roles as workers in an industrial society.

This cooperative arrangement, begun in 1976, developed from two similar objectives: Hofstra's commitment to provide quality education to adults normally lacking such opportunities, and the desire of the president of District 65 to educate rank and file union members to enhance their awareness of the mechanisms of labor organizations and help them participate actively in decision making processes. Since then the project has expanded to include workers of District Council 37; it now serves approximately 150 mostly black and Hispanic adults, 50 percent of whom are women, and whose average annual income is less than $10,000.

Students begin the program by taking at least 62 credits of general education courses in a number of areas including math, statistics, humanities, labor studies, administration, and natural science. Such courses as Writing for the Social Sciences, Quantitative Methods, Art and Culture in the Industrial World, and Environmental Science are presented from a labor perspective, helping students develop communication and quantitative skills and increasing their understanding of major issues, debates, and concepts defining their roles in society. They then choose an area of concentration, completing 16 credit hours in one of four fields: Trade Union Administration and Collective Bargaining, Administration and Delivery of Human Services, Community Organization and Urban Problems, and Work Organization and the Quality of Working Life. Students must devote 4 of the 16 hours to field experience, work-study projects combining course work with practical problems in their individual areas of study. To complete the 124 credits required for graduation, students may take such electives as Computer Science, Literature of Urban Society, Mass Communications, or Spanish.

Examination Plan. Evaluation of students and the program is a continual process. Emphasizing a preventive approach, faculty members meet periodically to discuss students' progress in basic skills development, while tutors and developmental skills persons assist students who have problems with course work. For the FIPSE project, interviews evaluating faculty and courses will be conducted with students, and a questionnaire monitoring the impact of the program on students' attitudes, family life, and community and union participation will be designed.

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University of Nebraska-Lincoln
University Studies Program

Program Description. University Studies, an individualized academic program leading to a bachelor's degree, forms an integral part of the College of Arts and Sciences at the University of Nebraska-Lincoln. Initiated in 1971 as part of a campus-wide effort to upgrade academic advising of highly motivated students, it responds to a diverse body of undergraduates whose individual educational needs are not met by established university programs. Each of the 120 participants pursues a tailored curriculum; therefore the program attracts a large number of non-traditional students, including members of minority groups and adult women who are re-entering college.

A team of ten senior faculty advisers and twelve community leaders serving as adjunct advisers contribute time and expertise to develop the program. These Fellows establish guidelines for graduation, stressing the quality of individual programs instead of quantity of courses or credits for earning degrees. Science, social science, and humanities courses are emphasized to promote competency in such areas as oral and written communication, problem solving, and defining issues and values. The advisers also urge students to incorporate into their programs an experience with a culture other than their own, either through language and literature or through the study of a foreign culture.

With the help of these advisers, students entering the program define individual academic objectives and plan specific curricula to meet their goals. Students' choices reflect the high degree of flexibility characterizing the program; they may modify the College's minimum distribution requirements; they may choose to complete the requirements of one disciplinary major or to unite two or more major areas; they may also develop competency in an area of academic inquiry not provided by existing university curricula. To these ends, students are encouraged to build upon previous or continuing off-campus educational experiences and to participate in internships or other forms of experiential learning.

Examination Plan. Evaluation of the program will be done using in-depth studies of present and past participants, including interviews with students and Fellows. Faculty will also administer the College Outcomes Measures Project and other standardized tests to monitor generic outcomes of students and to determine the cognitive and affective benefits of the program. Efforts will be made to specify the most productive use of experiential education, to identify transferable components of the project, and to prepare working papers stating faculty and student responses to the program.

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New York City Community College
The Institute of Study for Older Adults

Program Description. New York City Community College, a public two-year institution with 14,000 students, began the Institute of Study for Older Adults (ISOA) in 1969 to extend educational opportunities to older adults of various racial and ethnic groups and of diverse educational and economic backgrounds in the New York City area. It is a non-degree, non-fee paying project. Offering over 200 courses at 108 centers, the total program serves more than 6,000 people age 60 and over. Along with five other divisions (consumer education, information and referral, ombudsman training, homebound, and ethnic heritage), it offers courses in liberal arts in cooperation with senior centers, home and/or hospitals for the aging, and other social and community agencies where senior citizens gather.

Students and center directors meet to create and design courses that the students want. Choosing as a group, students select teachers for the courses and regularly single out traditional academic courses of challenging rigor: astronomy, biology, and political science. Course teachers attempt to adapt the learning program to the participants' particular learning styles, paces, interests and academic backgrounds.

Assuming that older adults have the potential for continued growth to which liberal learning can contribute, the Institute seeks student involvement beyond class attendance. Students are encouraged to plan their programs, to take more advanced courses, to serve on planning and advisory committees of the Institute, and to evaluate their courses and teachers. The program attempts to enhance the quality of participants' lives by building awareness and confidence, encouraging active participation in community life, and expanding students' knowledge of the surrounding world.

Examination Plan. Previous evaluations used subjective reports by institute director, facility director, teacher and student, usually through direct observation. The current evaluation will compile available data to develop profiles of the centers based on type of courses, number of classes, number completing courses, male/female ratio, and dropout rate. These data will show differences among centers, identify homogeneous groups, and indicate if background is a factor in course choices. The evaluators will also administer a newly devised survey instrument to determine what impact the program may have on the psychological well-being, social interaction, and social network of urban elderly. The survey will measure demographic trends, community perceptions, and will include a social interaction scale, a social network assessment, an evaluation of courses, teachers, pedagogy, and a life satisfaction scale. The use of community resources such as parks, movies, social clubs, will also be examined. The evaluation of pedagogy, teachers, and courses will help determine whether program accomplishments achieve program objectives.

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Northern Virginia Community College—Manassas Campus
Project INTERTWINE

Program Description. The Manassas campus, a public, two-year school which presently enrolls 1900 students, was originally founded in the mid-1970's with a philosophical emphasis on integrating student development concepts with traditional academic subjects in actual classroom situations. In accordance with this institutional mission, the school has established a model program over the last three years that integrates counselors with faculty in classrooms to support each student's academic and personal growth. The program especially benefits students attempting to matriculate into a transfer, liberal education program, people in developmental courses, and a high percentage of minority and women students.

This team-teaching approach involves two types of instructors in any one course: the teachers, who have a broad spectrum of academic knowledge in the specific developmental area, perhaps in science or writing skills or mathematics; and the student development counselors, who teach support skills in reasoning, values concepts, attitudes, decision-making, goal-setting, and the learning process. This intertwined concept of counselor-teacher enables each to share the strengths of the other. Though personal chemistry is a factor, counselors and faculty members regularly establish good rapport; they work together as equals in the classroom.

Proposed future activities are presentation of written descriptions of course organization, videotaped presentation of classrooms showing counselor and teacher working together, development of complete package of explanation of Project INTERTWINE, and conferences and meetings with others in an effort to focus effectively on liberal education to enable the public to understand how skills, disciplines and content are inextricably intertwined.

Examination Plan. The major goals of the evaluation are the demonstration of applicability of such skills as goal-setting, decision-making, personal responsibility, and self reliance to the study of a wide variety of disciplines, and the illustration of ways in which conventional academic content can be presented in a personalized, humanistic way. The program's success in achieving these goals is examined by standardized and teacher-designed tests, student-peer and student self-evaluations, the tracking of student growth in subsequent courses, consultant evaluation, and by the adaptability of the model for other institutions. The specific areas of evaluation include course content, student responses to classes, and retention rates for students in this program as compared to those of students in programs without counselor involvement.

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Northwestern University
Program on Women

Program Description. The undergraduate women's studies program at Northwestern University provides students with an educational experience from a wide range of disciplinary perspectives. Since its beginnings in 1969 as a feminist studies research center, it has evolved into a coordinated curriculum, the objectives of which include teaching students to think critically and communicate effectively by introducing them to recent feminist scholarship, helping them question traditional assumptions and reformulate their own attitudes towards women in society, and broadening the scope of liberal education through increased interaction between the university and the local community.

Both survey and specialized courses are designed to achieve program goals. In an introductory course for freshmen and sophomores, students focus on a number of topics in women's studies, including women in the work force and in the family, sex roles and gender differences, and cultural attitudes towards women. Lectures are supplemented by such resources as Michelle Zimbalist Rosaldo and Louise Lamphere's *Woman, Culture and Society*, Irene H. Frieze's *Women and Sex Roles*, and Nancy M. Henley's *Body Politics* as well as presentations by guest speakers. Upper level students combine areas of concentration with individual interests, electing relevant courses from history, sociology, literature or arts.

A major concern of many instructors in the program is preparing women's studies students to assume responsible roles in society. Faculty have found that the majority of the fifty, mostly white middle-class participants want to engage in professional careers, but lack clear ideas of the professional opportunities open to women. For this reason representatives from women's groups often visit the campus to discuss their work. In the past the Program on Women has sponsored a series of lectures on women in prisons and on prison reforms, and, in conjunction with Loyola University, has invited members of the New York-based National Congress of Neighborhood Women to speak about their programs. Students are also required to do internships in local feminist associations or in institutions designed to assist women. In addition to applying what they learn in courses to real situations by working in such organizations as the Urban League Job Placement Program for Women, the Hispanic Community Organization's Education Programs for Women, and the feminist publishing house, Academic Press Limited, interns also gain a better idea of how to be professionals and feminists at the same time.

Examination Plan. In assessing the program, attitudes and behavior will be examined from a quantitative as well as qualitative perspective, thus permitting as broad an evaluation as possible. After measuring student response in standardized national tests, the faculty will interview participants, focusing on individual attitudes toward life experiences in order to determine the validity of the quantitative scales. Finally, a meta-evaluation will review the effectiveness of the two approaches in evaluating liberal education.

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University of Oklahoma
College of Liberal Studies

Program Description. The University of Oklahoma's College of Liberal Studies offers bachelor's and master's degrees in liberal arts studies to adult students through non-traditional means. It has long been known for its quality curriculum, and, since it began in 1961, graduating seniors have consistently shown outstanding performances on the standardized Undergraduate Assessment Program. Approximately 45 percent of those completing the program have continued in graduate or professional study.

Based on the philosophy that current problems confronting the world require a core of knowledge spanning all disciplines, the program focuses on the theme of Humanity in the Twentieth Century from a variety of perspectives. Each year students complete studies in one of three areas: humanities, social sciences, and natural sciences. In the final year they take Inter-Area Studies, an interdisciplinary curriculum integrating the three previous years' work.

Instructional procedures are flexible and adapted to the individual student in terms of time and location. There are no real courses; instead, students proceed through sequences of independent study consisting of a core of readings from textbooks and anthologies relating to each field, written assignments, and take-home examinations. Mentors, faculty drawn from the university, are available throughout the year to help students with their work. At the end of each year participants attend a three or four-week seminar guided by an interdisciplinary team of professors. Students discuss a relevant issue largely from the perspective of the year's discipline, incorporating other points of view when necessary.

Examination Plan. The College Outcomes Measures Project (COMP) developed by American College Testing Program and the Group Embedded Figures Test (GEFT) will be given to entry level students and to graduating students in the Bachelor of Liberal Studies program. The COMP test measures the level of generic competencies that should result from a general or liberal education. These competencies are described as communicating, both verbal and written, solving problems, clarifying values, functioning within social institutions, using science and technology, and using the arts. The GEFT measures each student's cognitive style, whether field-dependent or field-independent. The purpose of the evaluation is to determine the effectiveness of the BLS program by examining generic competencies gained and by looking at the effects of the degree program on individual learning styles.

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Radcliffe College
Examination of Innovative Programs

Program Description. As part of FIPSE's National Project IV, Radcliffe College is evaluating four programs: Radcliffe Seminars, the Bunting Institute, Radcliffe Forum, and the Radcliffe Alumnae Career Services. All of the programs provide opportunities for women to examine their lives at critical points of change and broaden traditional concepts of liberal education by incorporating experiences and achievements of women into the curricula. Although the programs are designed primarily to meet the academic and professional needs of women, they are open to all men and women interested in non-traditional liberal education in the greater Boston area.

Of the four programs, the Radcliffe Seminars are the oldest. Originally a series of seven seminars for adult post-baccalaureate women, the program has grown to include an enrollment of over 1,000 women and men taking 72 courses in such areas as humanities, math, and computer science. The Bunting Institute provides both fellowships to women for post-doctoral research or advanced creative projects, and funds for women and men investigating issues related to women in modern society. The scholars, artists, and writers participating in the program later present their work at a series of weekly colloquia open to the public.

The Radcliffe Forum and the Career Services Offices are newer projects. Responsible for all extracurricular women's programs at Harvard and Radcliffe, the Forum helps maintain a network of communication among women undergraduates, professional school students, and faculty. It also sponsors lecture series and panel discussions in which women speak to the public on a number of topics including women in the media and arts, women's experiences around the world, and men's roles in the feminist movement. The Career Services Offices furnish counseling services to second semester seniors, Radcliffe and Seven Sister College alumnae, Bunting Institute Fellows, and Radcliffe Seminar students, answering questions about careers, maintaining credentials files, and providing job listings and resources on how to obtain employment. In workshops and monthly panel discussions designed to increase awareness of career options, guest speakers discuss such topics as women in business, alternative careers in education, and career opportunities in translation.

Examination Plan. Three major objectives guide the formation of the examination plan. The first is to determine the extent to which the programs being studied provide a continuing liberal education experience for students. The second is to explore the meaning of participation in specific programs for the lives of individuals; the third is to generate information which will aid Radcliffe in planning future educational programs and policies.

The Office of Institutional Policy Research on Women's Education has developed an examination plan involving a variety of data collection techniques. Large-scale, in-depth follow-up surveys of random samples of Radcliffe Seminars students and Radcliffe Alumnae Career Services clientele are being conducted to provide information on the meaning of the programs for participants and insight into the extent to which the previously stated goals of the programs have been realized. Personal interviews with

Bunting Institute Fellows will be conducted to explore their experiences at the Institue and its effect upon their work and lives. Finally, information on the characteristics of audiences attending various Institute and Forum events is being gathered through the circulation of audience questionnaires at these programs.

Analysis of the data will be carried out in two stages. First, each data set will be examined individually to provide a detailed picture of the impact of these programs and participants and/or information on the characteristics of individuals who participate in College events. The results of the individual analyses will then be considered collectively in order to provide a broader comparative perspective that can inform future educational planning at Radcliffe.

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Saint Joseph's College

Examining an Eight-Semester Core Curriculum

Program Description. Saint Joseph's College, a private, four-year institution with 1,000 undergraduates, adopted an interdisciplinary and integrative approach to general education in September, 1969. This Core Curriculum consists of 45 hours of credit evenly divided among the eight semesters of the undergraduate program. The Core begins with the Contemporary World, a course which examines the "self," then moves back in time to search out the roots of Western ideas and institutions in The Ancient World, The Medieval World, and The Modern World. The junior year invites students to cope with the scientist's view of the human phenomenon caught up in a vast evolving universe in Man and the Universe, and to understand cultures from India, China, Africa, and Japan in Non-Western Studies. Synthesis is the explicit concern of the senior year. In Toward a Christian Humanism, students try to acquire an appreciation of and a perspective on humankind through the application of broad principles to their prior learnings. Finally, Christianity and the Human Situation uses a variety of seminars which integrate the core with work in the students' majors.

The original intention underlying the adoption of the Core program was the commitment to setting up a common academic experience for all students and for as many of the faculty as possible. There was also a concern for replacing over-specialization with genuine and broad-based interdisciplinary approaches to historical periods and to thematic studies. Later on, Newman's integrative habit of mind, values development, and Vatican II perspectives came to figure in the statements of Core objectives. Core also shoulders a major share of the responsibility for student skills development, and Core faculty are working out an eight-semester program which integrates development of thinking, reading, listening, speaking, and writing skills with the content of the Core Curriculum.

Examination Plan. A great deal of data was collected during 1976-77 when the current seniors were freshmen. The key activity at Saint Joseph's during this project will be to discover what has happened to these students as they went through the eight semesters of Core. These are the types of measures to be involved:

- *personality trait development*—Omnibus Personality Inventory, California Personality Inventory
- *cognitive moral development*—Defining Issues Test
- *values development*—institution-designed instruments including a values inventory and a discussion group test.

The overall assessment strategy will be the illuminative approach of Malcolm Parlett, which calls for significant levels of participant observation and of interviewing.

In general, most of the academic year 1979-80 will be devoted to data gathering and to the formulation of an institutional statement on goals of liberal education. Summer and fall of 1980 will be the time for interpretation and synthesis, with ample time still available for gathering more highly focused new data in the first semester of 1980-81.

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State University of New York—College at Old Westbury

An Alternative Approach to Education in Music

Program Description. SUNY/Old Westbury, a public, four-year college, offers to its music majors a very popular African-American music program which was originally developed to give a specific ethnic identification to the music Americans loosely, and somewhat abstractly, call "jazz." The program examines the music's roots in the wide variety of its particular forms; the evolution of form reflects the anthropological and sociological bases of musical culture.

Some students in this individualized program for majors have a substantial musical background while others have little or no experience. These learners receive individually focused assignments that are spontaneously developed in a series of courses which emphasize improvisational performance. At the classroom level, the experiential focus is less on the musical product than on the three-step developmental process of improvisation: evolution, revolution, resolution. Awareness of this process will help students to move beyond the performance itself toward a more cognitive perspective, to link cognition and creativity, and to be more aware of what they hear and feel.

Courses also show that music is a conceptual as well as an applied art by incorporating ideas and information from other disciplines, such as the social sciences. Ultimately, however, the program provides students with the unique experience not only of analyzing an original American art form, but also of participating in and contributing to it.

Examination Plan. The evaluation will concentrate on assessing the program's impact on its participants by focusing on changes in perceptions and attitudes about self and race. A questionnaire distributed to students will accumulate information about students' musical backgrounds, academic backgrounds, and all courses taken at Old Westbury. The examination will also document the methodology of the program for use by others and will invite music educators to evaluate senior recitals of majors graduating from the program.

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State University of New York at Stony Brook

Federated Learning Communities

Program Description. Federated Learning Communities, an academic curriculum at State University of New York at Stony Brook, offers students a thematic interdisciplinary approach to liberal education. Students enrolled in the program may choose it as an alternative route to satisfying the university's minimum distribution requirements or to fulfill requirements for an academic minor.

The program is the result of an institutional self-analysis, conducted from 1972 to 1974, to determine reasons for the ineffectiveness of undergraduate education. Faculty and administrators concluded that many of the problems plaguing higher education stemmed from the widely disparate views between professors and students as to the nature of undergraduate education, the lack of continuity among courses in the curriculum, and a subsequent fragmentation of students' academic experiences. This fragmentation was apparent not only in course content, but on a social level as well; students were not encouraged to share their academic experiences, to formulate ideas and exchange them. Thus, Stony Brook developed Federated Learning Communities to unify the learning experience.

Each year six courses representing different disciplines are offered. They are structured around a central theme and focus on such topics as Technology, Values, and Society; World Hunger; and Cities, Utopias and Environment. Because the philosophy department sponsors the program, a philosopher always participates in it; other disciplines represented have included ecology, economics, sociology, psychology, literature, theater, history, and art. In addition to these courses, faculty organize a meta-seminar to help students integrate materials from each semester's three theme courses. This is done by appointing a Master Learner, a tenured faculty member who takes the courses, does all of the work, and who later teaches students in the meta-seminar to relate the materials from the different courses. Each semester the various theme-course professors also team teach a core course, presenting the topics from a holistic perspective. Finally, students may opt to complete an interdisciplinary project, working with two faculty members to examine relevant issues. Examples of student projects include papers and films on nuclear energy, the effects of photography on society, and the impact of computers on higher education.

Examination Plan. To date, administrators have employed a number of tools to measure the program's effectiveness in creating a vital academic community in which students are motivated to learn. Standardized tests, faculty reports, interviews, and comparative studies monitor courses, teaching methods, and impact of the program on students. Some studies have already shown that there is a higher degree of academic association among student participants in the Federated Learning Communities as compared with those majoring in English or math and following a traditional university curriculum. An illuminative processes approach and the value-added approach of Dean Whitla will help provide a complete evaluation of the program.

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Talladega College

Evaluation of Liberal Arts Experiences

Program Description. Talladega College, a private four year college enrolling 665 full time students, is in the process of assessing its entire liberal education program, the objective of which has traditionally been to prepare minority students for graduate and professional training. Its commitment to providing upward social and economic mobility to its students is reflected in its position among the top colleges in the United States whose graduates have completed advanced degrees.

The overall evaluation aims at an identification of those components of the curriculum contributing to cognitive growth as measured by such nationally standardized instruments as the Graduate Record Examination, the Law School Admissions Test, and the Medical College Admissions Test. In addition, the assessment focuses on aspects of a liberal education, other than official course content, which are internalized by a well educated person. These include the development of attitudes, creativity, critical judgment, and aesthetic and political awareness as seen in changes in student values over the undergraduate period.

An assessment of this nature will not only allow the college to isolate academic areas needing more attention, but will also permit it to monitor the intellectual development of students who have chosen liberal education as a means to professional, vocational, economic, political, or artistic success.

Examination Plan. A research design beginning with testing at the entry level and continuing at each grade level, has been planned. Students' progress will be evaluated by standardized measurement scales to identify change in the cognitive area and in values on the basis of theoretical, aesthetic, economic, political, social and religious criteria. An assessment of the impact of the campus environment on student growth will be included.

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Vermont State Colleges

Developmental Perspective on Liberal Education for Adults

Program Description. The Vermont State Colleges, composed of public, four-year and graduate institutions, offer an External Degree Program which provides a chance for rural adult learners to continue their education without leaving jobs or families to attend classes. The project presently benefits 140 rural, low access, re-entry and mid-career adults. Usually working independently and occasionally in small clusters, students design their own degree plan in collaboration with a learning mentor. The overall degree plan is made up of individual learning contracts which specify the particular learning experience, its content, method, and evaluation procedure. The students combine their goals with the requirements of the program to blend practical needs with a broad liberal education. In developing their learning contracts with their mentors, participants draw on existing courses, local resources, and on-the-job experiences.

The program is designed to promote developmental change. Rather than rely on prescribed content, mentors ask learners to go about their studies in particular ways, focusing on critical analysis, comparative study, observation and reflection, and techniques of persuasion. In addition, mentors trained in adult development ensure that studies are undertaken in ways which will exert appropriate stress to bring about growth.

Examination Plan. Using William Perry's scheme of intellectual and ethical development and Jane Loevinger's framework of ego development, the study will attempt to specify more closely how growth manifests itself in adult learners and what "liberalizing components" appear to bring it about. To accomplish this, the program will use:

- Small group interviews
- Perry written protocol (KNEWI)
- Perry structured interviews
- Internal-external locus of control instruments
- Loevinger ego development sentence stems

In order to determine the broader outcomes of the program, a modified version of the Michigan educational outcomes questionnaire will be employed. Another important focus will be on the impact of the mentor in the student's learning process; the Perry material, which traces the stages of intellectual development, may also reveal how changes occur over time in the developing mentor-student relationship.

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Resources

Liberal Education

Belknap, Robert L., and Kuhns, Richard. *Tradition and Innovation. General Education and the Reintegration of the University.* New York: Columbia University Press, 1977.

Belknap and Kuhns discuss a number of broad social and educational problems facing all colleges and universities today and then demonstrate the ways in which Columbia has tried to address these problems through general education seminars, teaching companies, team teaching, and special seminars which reintegrate undergraduate, graduate, and professional schools.

Bell, Daniel. *The Reforming of General Education.* New York: Columbia University Press, 1966.

On a specific level, the work represents directions for change in the general education curriculum of Columbia University. On a more general level, Bell's report analyzes pressures for change of the traditional curriculum including: "...Structural and attitudinal changes in the American society, functional changes in the American college and university, and spectacular additions to the quantity of what can be known..." (p. viii) The book is a thorough investigation of the philosophical, historical, and societal underpinnings of liberal education.

Blackburn, Robert, et al. *Changing Practices in Undergraduate Education.* A Report for the Carnegie Council on Policy Studies in Higher Education. Berkeley: Carnegie Foundation for the Advancement of Teaching, 1976.

This report examines the shape of current undergraduate curricula and traces recent changes in it. The study, which included extensive transcript and catalog analyses at ten colleges and universities, investigates changes in degree requirements, general education requirements and options, disciplinary majors, and elective (vs. prescribed) courses. The research indicates a shift from breadth to depth (specialization) from 1967 to 1974 in undergraduate education, including a decrease in general education courses taken, no change in the amount of required work toward the major, and an appreciable increase in electives. It was found that much elective time was spent in the division (as opposed to the department) of specialization.

The Carnegie Foundation for the Advancement of Teaching. *Missions of the College Curriculum: A Contemporary Review with Suggestions.* San Francisco: Jossey-Bass, 1978.

This contribution from the Carnegie Foundation to discussions on the state of the curriculum in postsecondary education provides a brief

overview of curricular change and the forces which affect the curriculum. After reviewing current issues in education which affect curriculum innovations and renovations, the book offers suggestions and ideas about curriculum development in a modern society.

Chickering, A.W., Halliburton, D., Bergquist, W.H., Lindquist, J. *Developing the College Curriculum: A Handbook for Faculty and Administrators.* Washington, D.C.: Council for the Advancement of Small Colleges, 1977.

Beginning with a definition of curriculum to set boundaries for the report, the authors discuss the college curriculum from four perspectives. The first section reviews conditions in American and institutional life which should be considered before any curriculum restructuring occurs. The second focuses on the basic nature of the curriculum, the general principles and assumptions which underlie curricular practice, and curriculum design issues. In section three, current curriculum models and their practice in specific institutional contexts are presented. Part four offers tips for guiding the political and interpersonal aspects of curricular change.

Conrad, Clifton F. *The Undergraduate Curriculum: A Guide to Innovation and Reform.* Boulder: Westview Press, 1978.

Conrad focuses on the creation and organization of the undergraduate liberal education curriculum. First, he discusses the need for planning and presents three models for analyzing the curriculum: planning with a focus on purpose or objectives (Tyler), planning with a focus on structure (Dressel), and planning with a focus on the curriculum as a system (Axelrod). From this background he develops an alternative framework for curriculum planning which links organizing principles to curricular emphases and curricular structures. The book examines several issues related to planning undergraduate education including a brief history and recent trends in liberal and general education, concentration (majors), experiential learning, and calendar and degree programs.

Conrad, Clifton F., and Wyer, Jean C. *Liberal Education in Transition.* ERIC/Higher Education Research Report. Washington, D.C.: American Association for Higher Education, forthcoming.

Acknowledging the ambiguous meanings of liberal education in a pluralistic society, Conrad and Wyer provide a comprehensive review of current thinking in this area. They identify seven significant trends ranging from curricular adjustments to emphasis on student development and revisions in delivery systems, and describe alternative models of liberal education. Finally, the authors prescribe a "connected vision" of liberal education which extends beyond curricular trends and educational models and re-examines underlying paradigmatic issues illuminated by classical Greek educational tradition.

Ewens, Thomas. "Analyzing the Impact of Competence-Based Approaches on Liberal Education." In G. Grant and Associates, *On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education.* San Francisco: Jossey-Bass, 1979. pp. 160-198.

To provide a context for his analysis of competence-based liberal education's (CBLE) impact on liberal education, the author offers a classic conception of liberal education as "the pursuit of knowledge for its own sake." Ewens contrasts the perspectives and goals of competence-based and traditional liberal education. He concludes that CBLE's greatest value is as a tool for faculty development; to implement liberal education in terms of competence, faculty must re-examine together the meaning and standards of liberal education in their own institutional context.

General Education: A Guide to Resources. Prepared by the Project on General Education Models and the Association of American Colleges. Washington: Association of American Colleges, 1980.

This guide has been prepared to aid the review and redesign of general education programs. The topics covered include concepts of general education, students and outcomes, curricular approaches, non-curricular dimensions, teaching and advising, implementation strategies, and evaluation. The guide consists mainly of published materials, along with resource organizations and individuals who can be contacted for advice and information. Each chapter includes an annotated bibliography.

Levine, Arthur. *Handbook on Undergraduate Curriculum.* San Francisco: Jossey-Bass, 1978.

This comprehensive volume, part of the Carnegie Council series, examines the state of the undergraduate curriculum today in a variety of institutions. A comparative and historical perspective is provided, including a look at present curricula in other countries, with highlights of curricular innovations in the United States since 1900.

Perry, William G., Jr. *Forms of Intellectual and Ethical Development in the College Years: A Scheme.* New York: Holt, Rinehart and Winston, 1970.

Perry's book addresses the thesis that an individual's intellectual processes continue to evolve during the college years. Perry reports the results of a longitudinal study of Harvard students, presents the scheme which chronicles the students' developmental patterns, and, finally, discusses the study's limitations and implications.

Rudolph, Frederick. *Curriculum: A History of the American Undergraduate Course of Study Since 1636.* San Francisco: Jossey-Bass, 1977.

Curriculum documents the fundamental shifts in the undergraduate curriculum over the last 350 years beginning with "The English College on the American Frontier" and ending with a look at "The Last Fifty Years." Rudolph's historical account traces changes in the content, shape, and purposes of liberal education from both philosophical and societal perspectives. The author sees a decline in general education, as vocationalism and specialization erode humanistic and values-oriented curricula. This book won the Federic W. Ness Award for 1979.

Wegener, Charles. *Liberal Education and the Modern University.* Chicago: The University of Chicago Press, 1978.

Wegener describes the liberal curriculum in terms of its founders, its purposes, and its institutional shape. First he explores how the university as an institutional form evolved in the U.S. and how it affected the curriculum and the role of the faculty. He also examines the democratic aim of extending liberal education to society at large as well as the impact of liberal education on the individual. Wegener presents his own view, built on the original Greek view, of the liberal education curriculum as a "shared activity" of interaction between teacher and student: "Students and teachers alike must be searching for engagement, thinking through and about something, and turning their attention to what they have been doing." He closes by discussing means of moving from conceptions of liberal education to institutionalizing them.

Evaluation

College Outcomes Measures Project (COMP), American College Testing (ACT) Program. Aubrey Forrest, Project Director, Iowa City, 1978.

The College Outcome Measures Project has developed a series of tests for examining students' abilities in the non-academic world. COMP tests attitudes, knowledge, and skills that have been identified as outcomes of a liberal or general education. The tests cover six areas: communicating, solving problems, clarifying values, functioning within social institutions, using science and technology, and using art. COMP consists of three parts: the composite examination, the objective test, and the activity inventory.

Parlett, Malcolm, and Deardon, Garry, eds. *Introduction to Illuminative Evaluation: Studies in Higher Education.* Cardiff-by-the-Sea: Pacific Soundings Press, 1977

The book presents an anthropological approach to designing program evaluations. It draws on a flexible methodology for examining and interpreting "...a variety of educational practices, participants' experiences, institutional procedures, and management problems in ways that are recognizable and useful to those for whom the study is made." Several illuminative evaluation experiences are described including studies of: concentrated study programs, video group feedback processes, innovative freshman programs, personalized systems of instruction, and non academic to academic credit conversion processes.

Weiss, Carol H. *Evaluation Research: Methods of Assessing Program Effectiveness.* Englewood Cliffs, N.J.: Prentice-Hall, 1972.

The author applies social research methods in the evaluation of social programs. Written for students, researchers and policy-makers, the book outlines the purposes of evaluation research and alternative

research designs and discusses their implementation. In addition, it reviews the problems and challenges often confronted by evaluators in the complex action setting.

Winter, David G. "Defining and Measuring the Competencies of a Liberal Arts Education." Paper presented at the 1979 National Conference on Higher Education, sponsored by the American Association for Higher Education. 14 pp.

Arguing for the need to improve the evidence that a liberal education is valuable, Winter commends competence-based education as a promising approach for defining and measuring the results of liberal education. Five standards of measuring competencies are presented and ways of assessing students' achievements are evaluated according to these standards.

Wood, Lynn, and Davis, Barbara Gross. *Designing and Evaluating Higher Education Curricula*. ERIC/Higher Education Research Report No. 8. Washington, D.C.: American Association for Higher Education, 1978.

The authors have written a pragmatic report which presents models and strategies for designing and evaluating curricula in colleges and universities. Particularly useful to faculty and administrators is their review of the state of the art of curriculum design and evaluation accompanied by case study illustrations.

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The Forum for Liberal Education is a topic-oriented publication featuring a subject of importance for liberal education in each issue. It does not endorse or evaluate institutional activity. Rather, it describes various ways in which institutions of higher learning address important common concerns. Upcoming issues of the *Forum* will look at cooperative arrangements, ethics and values, foreign language and area studies, writing programs, and the creative arts in the liberal arts curriculum. Contributions of program information from *Forum* readers are encouraged.

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